

The 'LGFA Player Development Competencies Chart' is a guide for mentors, parents and players in clubs to provide advice on what areas they need to develop in every player at key stages of their careers in the club. It is aimed to increase enjoyment and stimulation at the key stages with player welfare as they key component. We hope that this will assist clubs around the country in the development of their players to reach their full potential and encourage clubs to adapt this into their own plans. Teams and players will develop at different rates and it is important that coaches are aware of this and adapt the pathways where required for their own club. The below is just a guideline on competencies of players at the various ages and new players can enter this pathway at any stage.



LEARNING REQUIRED FOR STRAND

Nursery (6-8 years)	U-9 to U-11	U-12 to U-13	U-14 to U-18	U-19 to Adult	Gaelic4Mothers &Others
Technical - Jumping - Catching - Body - Throwing - Rolling - Bouncing the ball 4 steps - Pass (hand & fist) - Punt kick - Pick Up - Solo - Shadowing - Encourage both sides - Regular testing of above basic skills	Technical - Catching – High - Soloing – both sides - Pass (hand & fist) – both sides - Punt kick – both sides - Hook kick - Tackle with hand (basic) - Introduction to blocking - Regular testing of above skills	Technical - Developing all skills on both sides: - Hand and fist pass - Punt and hook kick - Soloing - Near hand tackle - Blocking - Evasion skills – side step, roll off - Angles of run - Timing of pass - Importance of getting 'head up' - Regular testing of skills	Technical - Perform multi-functional roles – marking role, target player - Close correction of mistakes; technical and rule based with constructive criticism - Skill development within small sided games - Sports specific skills – free taking, penalties etc. - Regular testing of skills	Technical - Perform multi-functional roles – play maker, decoy, distributor - Reinforcement of skills - Minimise weaknesses in individual game by correction of error using feedback & self-analysis - Consolidate and enhance strengths - Competition specific training	Technical Learn the basic skills if not already acquired or re-develop
Tactical - FUN games - Fair play - Friendly competition - Spatial awareness - Introduction to team games - Awareness of basic positional roles	Tactical - Basic rules of Go Games - Awareness of opposition - Team play – basic attack and defence - Basic support play - Continued spatial awareness	Tactical - Increased awareness of competition rules - Support play for ball carrier - Identify and address strengths and weaknesses - Appreciation of consequences of actions - Spatial awareness under pressure	Tactical - Full rules of 15-a-side game - Introduction of the 'Sin Bin' - Understand game plans - Implement patterns of play - Develop positional requirements - Basic performance analysis with progression	Tactical - Awareness of oppositions tactical strengths and weaknesses - Use of conditioned games to assist in teaching of tactical moves - Adaptation of different situations i.e. environment, opponents etc. - Implement performance analysis - Ability to adapt tactical strategies during a game - Consideration of tactical developments within a game - Identify opponents game plan and develop counter tactics which are practised	Tactical - Retain recreational involvement - Awareness of basic rules if have no previous experience - FUN games
Mental - Enthusiasm - Self esteem - Self confidence - Increased attention span - Introduction to team rather than self-centred - Increase concentration	Mental - Continued enthusiasm - Build confidence and motivation - Positive attitude to sport - Build concentration	Mental - Achieve success and be praised for it – basic targets - Setting short term goals - Sportsmanship encouraged and fostered - Increased decision making opportunities	Mental - Goal setting – long and short term - Self-motivation - Taught how to prepare for matches; pre-match, half time and post-match - Basic mental preparation techniques – relaxation - Capable of teamwork and taking advice - Coping strategies during a game encouraged by coach	Mental - Players take own responsibility for preparation for training and match activity - Use of imagery and relaxation techniques in match - Individualised warm up routines - Concentration and focus - Self-coping strategies – regaining focus during a match	Mental - Adjustment to team environment or re-adjustment to non-competitive environment - Self-confidence - Self-esteem
Physical - Agility - Balance - Coordination - Running - Jumping - Landing / Stopping - Introduction to warm up and cool down	Physical - Further agility, balance and co-ordination - Increased understanding of warm up and cool down - Introduction to flexibility and mobility - Continued jumping and landing techniques - Acceleration / Deceleration	Physical - Introduction to basic fitness techniques - Importance of proper hydration at training emphasised - Introduction to speed and acceleration	Physical - Develop fitness – anaerobic and aerobic - Basic strength and conditioning - Multidirectional runs - Explanation of training system: how to train for speed, strength, endurance etc. - Periodisation training system - Establish recovery routines	Physical - Maintenance and improvement of fitness to optimise performance - Structured strength and conditioning - Careful planning and phasing of training - Use of conditioned games to develop aerobic capacity for sports specific activity - Well established recovery routines	Physical - Keep active through participation in programme - Establish recovery routine
Lifestyle/ Personal - Taught value of being on time - Co-operation – positive response to discipline structure - Awareness of health and safety issues - Promote practicing skills at home (<i>Refer to LGFA Skills Booklet</i>)	Lifestyle/ Personal - Taught value of playing on a team - Identification with positive role models - Accepts discipline structure - Teamwork/ interaction skills - Promote practicing skills at home	Lifestyle/ Personal - Inclusion of sport in lifestyle - Good health and hygiene - Established self-identity - Basic nutrition and hydration - Promote practicing skills at home or in own time	Lifestyle/ Personal - Ambition – commitment to develop - Stressed importance on team work - Role model for younger players in club - Life balance – integration of sport, study and life goals - Importance of rest and recovery - Increased knowledge of nutrition and hydration issues - Coping with set-backs/ failures	Lifestyle/ Personal - Role model for all players in club - Openness to further development opportunities - Positive use of influence or power - The pursuit of excellence - Full integration of sport, career and life goals - Well developed, self-monitoring lifestyle	Lifestyle/ Personal - Sport taking less of focus on life if past player but more focus if have not played - Importance of social activities and having fun - Break from hectic life schedule!
Coaching Style Required Direct - Players need to be led or shown - Instructions are important - Allowed to make mistakes - Encouraged to use both sides - Use of target games progressed to court games and finally field games	Coaching Style Required Guide - Huge emphasis on skill development - Depend on coach for feedback, Look & Observe - Coach as commentator during games - Begin to form small friendship groups so keep all involved - Invasion games and emphasis on Go Games	Coaching Style Required Delegate - Begin to understand rules and competition - Start to compare to each other - Spot and fix from coach is important - Coach can start to use open questions to increase decision making - Transition from Go Games to Full sided games	Coaching Style Required Excite - Training for competition - Stimulating training - Use of conditioned games - Group opinion important for evaluation - Coach the players to look, see, decide and act – - Increased decision making - Set team standards - Individual programmes required to work on weaknesses	Coaching Style Required Involve - Involvement of players in decision making for the team or consultation process - Strong on self-evaluation - Challenging sessions with full decision making - Develop style of play	Coaching Style Required Social - Instructions, demonstrations, fun games are important - Short, varied sessions to ensure maintaining interest - Coach/Player consultation for activities